

# CLARENDON 2 SCHOOL DISTRICT

P.O. Box 1252  
Manning, South Carolina 29102

**GRADES** PK-12

**ENROLLMENT** 3,382 Students

**SUPERINTENDENT** John E. Tindal 803-435-4435

**BOARD CHAIR** Ethel W. Sweat 803-435-4435

**FISCAL AUTHORITY** Appointed by County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	8	2	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Below Average	No

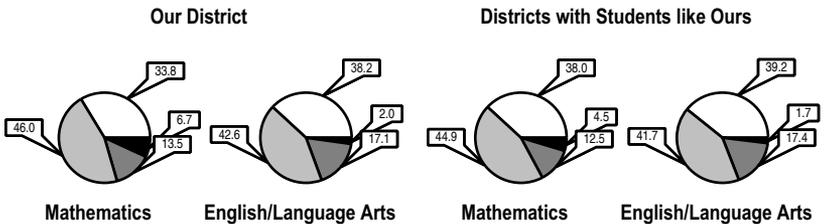
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located. 82.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**



**Definition of Critical Terms**

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

Percent	Our District			Districts with Students like Ours		
	2004	2005	2006	2004	2005	2006
Passed both subtests	65.5	N/A	N/A	65.9	N/A	N/A
Passed 1 subtest	17.8	N/A	N/A	17.1	N/A	N/A
Passed no subtests	16.7	N/A	N/A	17.0	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.5	6.9
Seniors who met the SAT/ACT requirement	6.0	7.0
Seniors who met the grade point average	36.3	36.8

\*Using only the SAT/ACT and grade point average requirements

**PACT PERFORMANCE BY GROUP**

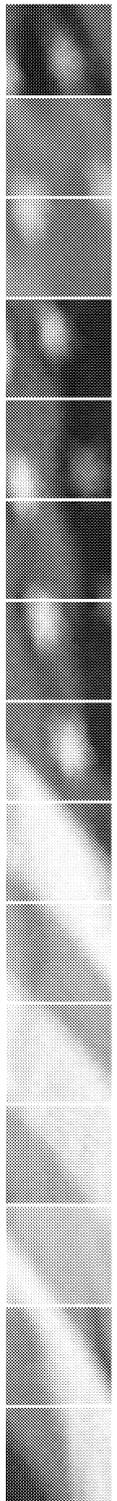
	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	1,444	99.5	38.2	42.7	17.1	2.0	19.1
<b>Gender</b>							
Male	704	99.3	45.6	41.4	12.4	0.6	12.9
Female	740	99.6	31.2	43.8	21.6	3.3	24.9
<b>Racial/Ethnic Group</b>							
White	405	100.0	27.5	43.8	24.9	3.8	28.7
African-American	1,006	99.2	42.9	42.1	14.0	1.1	15.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	31.0	48.3	17.2	3.4	20.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	1,206	99.7	33.8	44.0	19.9	2.4	22.2
Disabled	238	98.3	61.3	35.7	3.0	0.0	3.0
<b>Migrant Status</b>							
Migrant	10	100.0	20.0	50.0	30.0	0.0	30.0
Non-Migrant	1,434	99.4	38.4	42.6	17.0	2.0	19.0
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	10.0
Non-Limited English Proficient	1,433	99.4	38.2	42.6	17.2	2.0	19.2
<b>Socio-Economic Status</b>							
Subsidized meals	1,140	99.4	40.4	43.5	14.8	1.3	16.1
Full-pay meals	304	99.7	30.2	39.5	25.9	4.3	30.2
<b>Mathematics</b>							
All Students	1,444	99.5	33.8	46.0	13.5	6.7	20.2
<b>Gender</b>							
Male	704	99.2	36.7	45.6	12.2	5.5	17.8
Female	740	99.9	31.0	46.4	14.8	7.8	22.5
<b>Racial/Ethnic Group</b>							
White	405	99.8	21.0	45.2	19.7	14.1	33.8
African-American	1,006	99.4	39.6	45.8	11.0	3.6	14.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	13.8	62.1	17.2	6.9	24.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	1,206	99.6	28.6	47.7	15.8	7.8	23.7
Disabled	238	99.2	59.9	37.5	1.7	0.9	2.6
<b>Migrant Status</b>							
Migrant	10	100.0	30.0	40.0	20.0	10.0	30.0
Non-Migrant	1,434	99.5	33.8	46.1	13.5	6.7	20.2
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	30.0	50.0	20.0	0.0	20.0
Non-Limited English Proficient	1,433	99.5	33.8	46.0	13.5	6.7	20.2
<b>Socio-Economic Status</b>							
Subsidized meals	1,140	99.5	37.5	45.6	12.8	4.1	16.9
Full-pay meals	304	99.7	19.9	47.5	16.3	16.3	32.6

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	247	100.0	18.9	41.4	37.4	2.2	39.6
	Grade 4	239	100.0	30.9	50.2	17.6	1.3	18.9
	Grade 5	232	100.0	46.0	44.6	9.4	N/A	9.4
	Grade 6	321	99.7	46.2	42.0	11.1	0.7	11.8
	Grade 7	270	98.1	39.0	50.6	10.0	0.4	10.4
	Grade 8	282	98.9	48.7	42.6	8.4	0.4	8.7
<b>2004</b>	Grade 3	241	99.2	19.2	38.9	34.6	7.3	41.9
	Grade 4	209	99.5	27.9	50.5	21.6	N/A	21.6
	Grade 5	226	99.6	43.6	45.8	10.7	N/A	10.7
	Grade 6	238	100.0	52.1	34.0	12.6	1.3	13.9
	Grade 7	280	98.9	46.6	39.4	12.3	1.8	14.1
	Grade 8	250	99.6	38.6	50.6	9.6	1.2	10.8
<b>Mathematics</b>								
<b>2003</b>	Grade 3	247	100.0	15.0	57.3	17.2	10.6	27.8
	Grade 4	239	100.0	22.7	61.8	11.6	3.9	15.5
	Grade 5	232	100.0	40.4	44.6	12.7	2.3	15.0
	Grade 6	321	100.0	33.7	41.2	18.6	6.5	25.2
	Grade 7	270	100.0	41.1	40.3	11.9	6.7	18.6
	Grade 8	282	100.0	40.2	51.5	6.8	1.5	8.3
<b>2004</b>	Grade 3	241	98.8	18.0	50.2	18.9	12.9	31.8
	Grade 4	209	100.0	29.2	45.9	16.7	8.1	24.9
	Grade 5	226	100.0	43.4	44.7	8.8	3.1	11.9
	Grade 6	238	99.6	34.6	41.4	18.6	5.5	24.1
	Grade 7	280	99.3	34.9	48.9	10.1	6.1	16.2
	Grade 8	250	99.6	41.0	45.8	8.8	4.4	13.3

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	266	97.0	22.2	31.9	32.3	13.7	46.0
<b>Gender</b>							
Male	117	97.4	25.0	26.9	34.3	13.9	48.1
Female	149	96.6	20.0	35.7	30.7	13.6	44.3
<b>Racial/Ethnic Group</b>							
White	80	96.3	8.5	26.8	38.0	26.8	64.8
African-American	181	97.2	28.5	33.7	29.7	8.1	37.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	232	98.3	14.5	33.6	36.4	15.5	51.8
Disabled	34	88.2	82.1	17.9	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	97.0	22.2	31.9	24.2	13.7	46.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	266	97.0	22.2	31.9	32.3	13.7	46.0
<b>Socio-Economic Status</b>							
Subsidized meals	173	97.1	27.4	36.0	28.0	8.5	36.6
Full-pay meals	93	96.8	11.9	23.8	40.5	23.8	64.3
<b>Mathematics</b>							
All Students	266	97.0	27.4	37.9	24.2	10.5	34.7
<b>Gender</b>							
Male	117	97.4	24.1	39.8	24.1	12.0	36.1
Female	149	96.6	30.0	36.4	24.3	9.3	33.6
<b>Racial/Ethnic Group</b>							
White	80	96.3	15.5	29.6	32.4	22.5	54.9
African-American	181	97.2	33.1	41.9	19.2	5.8	25.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	232	98.3	21.4	39.5	27.3	11.8	39.1
Disabled	34	88.2	75.0	25.0	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	97.0	27.4	37.9	24.2	10.5	34.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	266	97.0	27.4	37.9	24.2	10.5	34.7
<b>Socio-Economic Status</b>							
Subsidized meals	173	97.1	32.3	43.9	17.7	6.1	23.8
Full-pay meals	93	96.8	17.9	26.2	36.9	19.0	56.0

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	177	95.5%	182	5.5%	230	69.6%	N/A
<b>Gender</b>							
Male	87	97.7%	82	7.3%	111	63.1%	
Female	86	94.2%	100	4.0%	119	75.6%	
<b>Racial/Ethnic Group</b>							
White	63	100.0%	66	7.6%	73	76.7%	
African American	107	93.5%	107	3.7%	149	65.1%	
Asian/Pacific Islander	N/A	N/A	2	I/S	2	I/S	
Hispanic	3	I/S	4	I/S	4	I/S	
American Indian/Alaskan	N/A	N/A	2	I/S	1	I/S	
<b>Disability Status</b>							
Not disabled	170	96.5%	179	5.6%	204	77.9%	
Disabilities other than speech	3	I/S	3	I/S	26	3.8%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	172	95.9%	182	5.5%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	1	I/S	0	N/A	0	N/A	
Non-LEP	172	95.9%	182	5.5%	225	69.8%	
<b>Socio-Economic Status</b>							
Subsidized meals	86	93.0%	106	0.9%	140	67.1%	
Full-pay meals	87	98.9%	76	11.8%	90	73.3%	

\* Using only the SAT and grade point average requirements  
n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	95.5%	91.5%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	230	222
Number of Diplomas	160	154
Rate	69.6%	71.8%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total					
	2003	2004	2003	2004	2003	2004				
District	457	494	465	518	922	1012				
State	493	491	496	495	989	986				
Nation	507	508	519	518	1026	1026				
ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.8	17.3	16.9	18.1	17.8	18.1	17.4	17.9	17.4	18.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DISTRICT PROFILE**

	<b>Our District</b>	<b>Change from Last Year</b>	<b>Districts with Students Like Ours</b>	<b>Median District</b>
<b>Students (n= 3,382)</b>				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	8.5%	Up from 8.2%	6.7%	5.3%
Attendance rate	95.9%	No change	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%		7.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.7%		5.5%	5.1%
Eligible for gifted and talented	9.2%	Up from 7.5%	7.0%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Down from 11.4%	10.9%	10.9%
Older than usual for grade	7.2%	Up from 6.8%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 0.6%	2.1%	1.1%
Enrolled in AP/IB programs	5.3%	Up from 2.6%	6.8%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	461	Up from 368	163	157
Completions in adult education GED or diploma programs	55	Up from 40	25	39
Annual dropout rate	2.4%	Up from 1.8%	2.7%	2.9%
<b>Teachers (n= 188)</b>				
Teachers with advanced degrees	55.3%	Up from 52.2%	46.6%	50.0%
Continuing contract teachers	90.4%	Up from 84.4%	81.7%	84.6%
Highly qualified teachers**	91.6%	N/A	91.8%	92.5%
Teachers with emergency or provisional certificates	2.9%		7.9%	4.4%
Teachers returning from previous year	87.0%	Up from 85.7%	88.2%	89.9%
Teacher attendance rate	94.2%	Down from 94.8%	94.2%	94.7%
Average teacher salary	\$39,535	Up 1.6%	\$39,029	\$40,566
Vacancies for more than nine weeks	1.6%	N/C	0.7%	0.3%
Prof. development days/teacher	14.9 days	Up from 13.9 days	12.3 days	12.0 days
<b>District</b>				
Superintendent's years at district	2.5	Up from 1.5	3.0	3.0
Student-teacher ratio in core subjects	25.3 to 1	Up from 20.8 to 1	20.0 to 1	21.0 to 1
Prime instructional time	88.5%	Down from 95.7%	88.4%	89.5%
Dollars spent per pupil*	\$6,072	Down 4.2%	\$7,491	\$7,217
Percent of expenditures for teacher salaries*	56.6%	Down from 58.8%	54.1%	55.6%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	80.3%	Down from 81.2%	93.8%	97.3%
Number of schools	6	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	6.7%	4.3%
Average age in years of school facilities	23	Up from 22	28	26
Number of schools with SACS accreditation	5	No change	4	8
Average administrator salary	\$62,295		\$65,603	\$67,300

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	9 trustees appointed
<b>Fiscal Authority</b>	Appointed by County Council
<b>Average Number of Hours of Training Annually</b>	22.0 per board member
<b>Percent new trustees completing orientation</b>	N/A

**DISTRICT SUPERINTENDENT'S REPORT**

Dear Parents and Community Members:

The Education Accountability Act (EAA) of 1998 mandated school districts to provide specific information about the schools and the district to parents and the community in the form of a report card. We are pleased to provide you with the fourth edition of Clarendon School District Two's Annual Report Card. We are committed to continuous improvement even though the revenue has not been commensurate with the mandates of greater accountability. We plan to offer an extended day program for students in need of academic assistance with remaining grant funds as such funds are available to us. Our challenges call for increased academic achievement across the board, closing the achievement gap, and recruiting and retaining highly-qualified teachers and support staff. However, we will prevail because our children's future depends upon our success. We pledge to prudently use the resources we do have. We need for the entire community to be involved in our schools to model for our children the expectations we have of them now and as they become adults. The Board and Administration seek your input and support. You are invited to visit our schools and volunteer to assist the Administration and Faculty in their work.

Thank you for your continued cooperation and support.

Sincerely,  
John Tindal  
Superintendent